

Answering end of memo

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THE CROFT SCHOOL,
BETLEY, NEAR CREWE.

Nov. 26.07.

Dear Sir,

Thank you for your courteous letter, in answering which Miss Devonshire and I are glad to have an opportunity of defining the scheme & methods of the Croft School Circle, and which we shall esteem it a favour, if you will fully explain to the Committee of the Parents' Educational Union.

Education by correspondence

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has been adopted for many years originally we hoped would have in various forms, and is by no means been otherwise.

a Speciality of one Society or School more than another; being generally the natural expansion of personal influence and power of initiative.

The Nature Lore teaching is entirely carried out on my own methods, originated in the first instance by me for the students

The Croft School Circle is such an expansion of the education which has been given to a small number of girls at The Croft School since January 1902.

at The House of Education, and which are now widely known.

From the first - methods in use in our school have not been on P.N.U. lines, as in many points we find such lines out of touch with our ideals; which

The complete scheme of ~~Henderson~~ training given to our girls and to the members of the Circle is my own. It is the outcome of many years' practical work, and is I am glad to say becoming more perfectly developed in detail as time goes on.

The scheme for general culture embodied in The Croft School curriculum is not in any way a plagiarism of that of the Parents' Union School, being quite other in method & execution; excepting always such subjects as are essential to the intellectual growth of the child & which in all schoolrooms claim a certain place in the Time Table.

I quote the Foreword (a copy of which I enclose) The wish of the organizers of the scheme is to help Private Governors

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We do not seek to advise Parents on the upbringing of their children, neither do we promulgate any special tenets; we offer for the use of the average governess, who has had no opportunity of special training, a curriculum which has been found of value to many children, and which can be carried out by an intelligent person, not necessarily highly trained.

Thousands of children are

are being brought up by such of the Parents' Union School; nor
'ordinary governesses' in homes do we owe any of ideas for
where Parents cannot afford general culture, or for special
the highly salaried specialist, and lines of teaching, in our curriculum
who may nevertheless wish to use to the Society.

modern methods and have
expert advice. To such, and
to others who are not in touch
with P. N. S. U. methods, we believe
the Croft School Circle will be
of value.

Both Miss Devonshire and
myself wish to emphasise what
has already been said viz -
that we do not consider that
in any way are we imitators

Special features of
The Croft School Circle are: -

A complete scheme of work
covering the school period,
formulated & worked out in
regular sequence; requiring no
alteration as to main lines,
but only such changes as new
methods & new books entail.

Definite Church Teaching &

^{13p8cm1235}
Systematic study of the Holy Bible.

An original scheme of Educational Handicrafts and Art, Complete in sequence and co-relation.

An original method of teaching Nature Lore, given a prominent place in the Time Table.

A well thought out co-relation of Games (indoor & outdoor), Drills, and graceful Dancing.

Modern languages taught pictorially & conversationally (not on Gouin's System) with grammar, study and translation of standard

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THE CROFT SCHOOL,
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works and modern literature.

General culture given by means of a wide curriculum, including Legends, History (Universal & Particular) Art, Music, Geography (local, physical, political) Mathematics, Latin, etc etc.

New Subject-matter Taught the child, by the Teacher, memory showers of assimilation being tested by Pécis writing; study from books judiciously chosen.

and placed in the hands of the child for his own use.

Supervised Leisure Reading for one hour daily, from well known Authors, tested educationally by a 'Book' paper, set each term.

There must be in making out Programmes of school work, a certain similarity in style - The last time I had a Programme of the Parents' Union School in my hand was in 1902. Our one thought -

Throughout our educational work is "What is best for the Children" - of which thought the outcome is The Croft School Circle.

I am, Sir

yours faithfully

Mary Lucy Hodgson

Senior Principal of the
Croft School.

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To be returned to Minute Book (no 1)

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I appreciate the singularly
valuable criticism &
amendments, both as to style
& subject-matter, which I
have received from three or
four members of the Committee.
I have been able to embody
almost all of these in the
leaflet as it now stands, &
feel that the little document
has gained much in
several ways.

I look forward with
immense hope to our

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The House of Education,
Ambleside.

12. 3. 1904

To the members of the Executive
Committee

Dear Friends

May I tell you of
the gratification & great
Thankfulness with which I
heard of your very cordial
& gracious reception of the
little Synopsis I submitted
to you.
Let me say, too, how much

future work as a Society
having a living philosophy
definite aims.

Again thanking you
for the delightful nodines
with which you have
responded to my views,

Believe me,
most gratefully cordially &

Charlotte M. Mason

(S.M.)

The House of Education.
Amherst.

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To the members of the
Executive Committee
